5 SUMMARY AND CONCLUSION

Values play an important role in the life of an individual and are the chief determinants of one’s behaviour. Different values act as a motivating force in the behaviour of an individual. Family influences one’s values and behaviour throughout life and helps in the transmission of culture. Values inculcated during adolescence determine the personality of the individual. Hence, parents have a responsibility to ensure that values are inculcated in them. Both home and school have to play a significant role relevance with the value acquisition of adolescent children. Guiding the development of the child within the framework of human values is a shared endeavour. Behavioral, social and cognitive theories hold that development can be described in terms of the behaviour learned through interactions with the environment. Adolescent girls are the hope of the future, torch bearers carrying the message of peace and communal harmony. Among adolescents, present day crises are the crises of character. Adolescent girls being the future mothers to inculcate the values in the next generation can play a very important role making changes in the attitude and behaviour of next generation, contributing to the progress of the nation and the universe.

The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for value education in our educational system for adolescent students for the prosperity of our nation. The National Policy on Education (1992) has rightly emphasized that in our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Value education is an instrument for social change and control. Educational institutions are the ideal places where values could be promoted. Such value education should help to eliminate obscurantism, religious fanaticism, violence and fatalism. Report of the Education Commission (1964–66) opens with these lines. ‘The destiny of India is being shaped in classrooms (Kothari, 1966) and related with the character of the youth, (Dhawan, 2010). Hence this study on “IMPACT OF HOME AND SCHOOL ENVIRONMENTS ON
VALUES OF ADOLESCENT GIRLS : A CROSS-CULTURAL STUDY” was taken up with the following objectives :

General objectives were to :

• determine the impact of home and school environment on values of adolescent girls of Coimbatore city and Imphal West of Manipur of Tamilnadu to study the interactional association
• impart value education to the selected girls

Specific objectives were to :

• assess and compare the home environment (HE) of the selected girls of Coimbatore and Imphal West
• study and compare the school environment (SE) of both the groups
• explore and compare the personal values (PV) of the girls of Coimbatore and Imphal West
• formulate a manual on value education (VE)
• correlate the effect of HE on value scores of the selected girls
• analyze the impact of SE on value scores of the selected girls and
• evaluate the efficacy by eliciting the values possessed by the study sample before and after the VE

Hypotheses

• There will be no significant difference in the HE of the adolescent girls of Coimbatore and Imphal West
• There will be no significant difference in the SE of the adolescent girls of Coimbatore and Imphal West
• There will be no significant difference in the value scores of the girls of Coimbatore and Imphal West
• There will be no significant relationship between the HE and value scores of the adolescent girls
• There will be no significant relationship between SE and value scores of the adolescent girls
• There will be no significant difference in the value scores of the study sample before and after the VE
Design of the study: One school from Coimbatore District of Tamilnadu and three schools at Imphal West of Manipur were selected purposively to conduct the research. Sample: A sampling frame was developed with the strengths of the girl students with the age of 13–17 years from class VIII, IX, X and XI. Altogether, there were 590 students at Coimbatore and 750 students at Imphal West. From this sampling frame, selection of the sample was done randomly. A sample of 800 girls were selected with equal representation from each state to trace out the home, school environment and personal values. Besides this an intervention programme on VE was also conducted for selected girls of Sri Avinashilingam Girls’ Higher Secondary School, Coimbatore. This area was chosen as the study area for VE with one group before and after experimental design.

Tools: Four tools were used to collect the data after developing a rapport with the respondents. A self made questionnaire was used to collect the family background information of the selected girls, eliciting details regarding name, age, class, address, type of family, income, residence, mother’s education and occupation. Home Environment Inventory (HEI) is a standardized tool used to measure the psychosocial aspects of home as perceived by children, having 100 items belonging to ten dimensions of home environment. The total scores of the respective dimensions of HE were classified into low, moderate and high levels based on $= 0.5$ S.D classifications. School Environment Inventory (SEI) is also a standardized instrument designed to measure the psycho – social climate of schools as perceived by the pupils was used to assess the SE. It consists of 70 items related to six dimensions. Total scores of the respective dimensions of SEI were classified into low, moderate and high levels based on $= 0.5$ S.D classifications. Personal Value Questionnaire (PVQ) was used to assess the personal values of the selected girls. It consists of 40 questions with 10 kinds of values.

Conduct of the study: After getting permission and establishing rapport with the sample, initial data were collected. Conduct of value education: The content for the intervention programme on VE was based on five universal human values and its sub–values. A manual was prepared and submitted for
assessment of quality content, suggestions, and comments from 10 experts. Few modifications were made and with the permission of headmistress of the study school, the VE was carried out. Many direct and indirect teaching methods were used by the researcher and resource persons, such as film show, power point, booklet, charts, posters, pamphlets, guest lectures, discussions, debate and test. After the value education programme, using the same questionnaire, data was collected again, systematically computed, consolidated and subjected to statistical analysis using percentiles, ‘t’ test, paired ‘t’ test, ANOVA, ANACOVA, correlation and discriminant function analysis.

**Socioeconomic profile of the girls**: Out of the total samples, 55 and 42 per cent girls of Coimbatore and Imphal West respectively were in the age range of 13–15 years, the rest belonged to the age range of 16–17 years. Seventy one per cent girls of Coimbatore and 63 per cent girls of Imphal West were living in nuclear families. Rest of the girls were from joint families. Fifty seven percentage of the sample of Coimbatore and 31 per cent girls of Imphal West area belonged to low income group ranges between ₹.3300/- to ₹.7,300/- whereas 23 per cent girls of Coimbatore and 22 per cent girls of Imphal West district belonged to middle income group (₹.7,300/-to ₹.14,500/-). A smaller percentage of girls (11) from Coimbatore and 24 per cent of Imphal West district belonged to economically weaker income group. The rest of the samples of both areas were from families of high income group.

**Maternal profile of the girls**: Four per cent of Coimbatore and 26 per cent of Imphal West girls’ mothers respectively were illiterates; whereas 48 and 36 per cent of the mothers of Coimbatore and Imphal West respectively studied upto matriculation. Twenty three per cent mothers of the girls of Coimbatore and 27 per cent of Imphal West girls’ mothers were degree holders. Only four and five per cent of the mothers of girls of Coimbatore and Imphal West respectively studied upto post graduation. Concerning mother’s occupation, it is traced out that 72 per cent of the mothers of Coimbatore girls are unemployed whereas the percentage went down to 43 for the mothers of Imphal West. In Coimbatore, 21 per cent of the mothers are working in private
offices. Twenty five per cent of mothers of girls of Imphal West are doing business in their own town on small scale and twenty two per cent of the mothers of Imphal West are involved in agriculture whereas none from Coimbatore.

Findings

Comparison of the HE of the girls of Coimbatore and Imphal West

• Among ten dimensions of HE namely control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness, significant difference was observed between the Coimbatore and Imphal West girls for the dimensions like punishment, deprivation of privileges, rejection and permissiveness at one per cent level and social isolation at five per cent level.

Comparison of impact of HE of the girls age wise

• The findings disclose that the difference in the mean scores confirm the significance at five per cent level for the dimensions of control and nurturance dimensions and one per cent level for conformity and social isolation dimensions between early (13 -15 years) and late adolescents of (16 -17 years) Coimbatore girls as the calculated ‘t’ value was found to be significant.

• For Imphal West girls, significant difference was highlighted only for the punishment dimension of HE as the calculated ‘t’ test value was found significant at five per cent level.

• Punishment, social isolation, reward and deprivation of privileges were more associated with 13-15 age group in both the areas while the remaining dimensions were more associated with 16-17 age group.

Comparison of HE of the girls according to type of family : Value was insignificant for all the dimensions of HE except reward and deprivation of privileges for the girls at Coimbatore but only deprivation of privileges for Imphal West girls. Girls from nuclear families were more rewarded at Coimbatore and deprived of privileges at Imphal West with girls from joint families scored higher, which was significant at five per cent level.
Comparison of HE of the girls in relation to locality: Urban and rural girls of Coimbatore and Imphal West significantly differ on dimensions of reward and social isolation respectively. The ‘t’ value of 2.150 for reward was significant at five per cent level for Coimbatore girls indicating that urban girls were more rewarded by their parents than their counterparts in rural area. For Imphal West girls, significant difference exists only for social isolation dimension indicating social isolation was more prevalent in rural areas.

HE of the girls in relation to income level: The ANOVA result showed that ‘F’ value of 4.490 was significant at one per cent level, revealing that girls of economically weaker income level from Coimbatore area were more punished compared to their counterparts from other income groups. The same trend prevailed for the dimensions of conformity and reward also. Rejection dimension of HE with the ‘F’ value of 4.217, was significant at one per cent level for Imphal West girls. Girls of middle income level perceived that they were more rejected.

Mother’s education and HE level of the girls: The mean scores highlighted that girls of illiterate mothers of Coimbatore area perceived that their parents exerted more control, protectiveness, punishment, conformity, social isolation, reward and permissiveness in comparison to girls of mother’s of different educational level. Significant differences were seen in social isolation and deprivation of privileges dimensions of HE among the girls of Imphal West. The ‘t’ value was significant at one per cent level with girls of illiterate mothers got higher mean scores indicating that social isolation was more associated with illiterate mothers.

HE of the girls based on mothers’ occupation: The girls of business, government and private employed and unemployed mothers of the girls of Coimbatore obtained scores for all the dimensions of HE which were not significantly differed.

Mean scores obtained for social isolation, deprivation of privileges and rejection dimensions of HE for Imphal West girls were not significantly differed. Social isolation and deprivation of privileges were found to be significant at one per cent level whereas rejection dimension was significant at
five per cent level with girls of agriculturist mothers perceiving more rejection from their mothers.

**Levels of HE of the girls**

- Forty six per cent each of Coimbatore and Imphal West girls were in the moderate level for control dimensions of HE.
- Protectiveness dimension for 40 per cent of Coimbatore and 41 per cent of Imphal West girls were in moderate level of HE.
- Thirty nine and 45 per cent of Coimbatore and Imphal West girls respectively had moderate level of punishment.
- Thirty-seven and 42 per cent of Coimbatore and Imphal West girls respectively had moderate level of conformity followed by 34 and 30 per cent of Coimbatore and Imphal West girls with low level of conformity.
- Thirty-seven per cent of Coimbatore and 40 per cent of Imphal West girls were socially isolated at moderate level.
- Forty per cent of girls of both the areas were rewarded at moderate level.
- In deprivation of privileges, 47 per cent of Imphal West girls were in the high level of HE while only nine per cent of Coimbatore girls were in the high level indicating that Imphal West girls were more deprived of their privileges at home.
- Forty two per cent of Coimbatore and 50 per cent of Imphal West girls were nurtured well.
- Thirty six and 45 per cent of Coimbatore and Imphal West girls respectively experienced moderate level of rejection at home.
- Permissiveness style of discipline prevailed at 52 and 42 per cent of girls’ HE of Coimbatore and Imphal West respectively.

**School Environment (SE) of the girls based on the socio demographic variables**

The statistical analysis shows that ‘t’ value of 3.455 was significant at one per cent level, indicating acceptance dimension of SE prevailed more for girls of Imphal West than at Coimbatore schools.
Comparison of SE of the girls in relation to age groups: Coimbatore girls who were in the age group of 13–15 years obtained a higher mean scores of 55.08 for creative stimulation compared to mean scores of 51.41 of 16–17 years with ‘t’ value of 3.507 which was significant at one per cent level. In acceptance and control dimensions also, early adolescents obtained higher mean scores than late adolescent. The ‘t’ value of 2.710 for acceptance and 3.575 for control dimensions of SE was significant at one per cent level. Imphal West girls of 16-17 age groups obtained higher mean scores in comparison to 13–15 years with ‘t’ value of 2.890 which was significant at one per cent level for cognitive encouragement. No significant variation was displayed in the rest of the dimensions of SE.

Type of family and SE of the girls: Except for creative stimulation of girls of nuclear families at Coimbatore who obtained higher mean scores than girls of joint families. There was no significant difference in mean scores for the other dimensions of SE between the girls of joint and nuclear families from both the areas The ‘t’ value of 2.204 was found to be significant at five per cent level.

SE of the girls in relation to locality: No significant difference existed between the scores obtained by the urban and rural girls of both the areas as the calculated ‘t’ value showed insignificance for all the dimensions of SE.

SE of the girls in relation to income level: Coimbatore girls of economically weaker section obtained higher mean scores of 32.30 against low (30.93), middle (32.10) and high (28.03) income families with ‘F’ value of 3.378 significant at five per cent level. In rejection dimension, ‘F’ value of 4.964 was significant at one per cent level with girls from higher income group obtaining higher scores among the girls of all the income groups. No difference existed among the girls of different income level at Imphal West.

Maternal education and dimensions of SE: For rejection dimension the ‘F’ value was significant at five per cent level for girls of illiterate mothers in comparison to their counterparts at Coimbatore. Cognitive encouragement and acceptance dimensions of SE of girls whose mothers studied up to matriculation secured higher mean scores in comparison to other girls, at Imphal West, the difference was significant at five per cent level.
School environment in relation to mother’s occupation: Cognitive encouragement of SE in both the areas was revealed that the ‘F’ value of 2.95 for Coimbatore girls and 3.03 for Imphal West girls were found to be significant at five per cent level with girls whose mothers were engaged in business scoring higher mean scores for Coimbatore girls; whereas in the case of Imphal West, girls whose mothers work in private institutes secured the highest mean score.

In rejection dimension private employed mothers’ girls at Coimbatore secured higher scores and Imphal West girls of business mothers obtained higher mean scores which was significant at five per cent level indicating significant variation in SE among the girls of both places.

Level of SE: Forty two per cent of Coimbatore and 45 per cent of Imphal West girls perceived to be moderately creatively stimulated followed by 31 and 27 per cent of the girls of Coimbatore and Imphal West respectively with the high level of creative stimulation.

Thirty six and 41 per cent of Coimbatore and Imphal West girls respectively had the moderate level of SE while 36 and 33 per cent of Coimbatore and Imphal West girls respectively were in high level of cognitive encouragement of SE. In the case of acceptance, around 40 per cent of girls of both the areas were at the moderate level. Twenty seven per cent of Coimbatore and 37 per cent of Imphal West girls had high level of acceptance dimension of SE. Fifty per cent of Coimbatore and 48 per cent of Imphal West girls were in the category of moderate level of permissiveness of SE; whereas 23 and 25 per cent of Coimbatore and Imphal West girls respectively were at low level of SE in permissiveness.

Thirty five and 44 per cent of Coimbatore and Imphal West girls respectively were at moderate level of rejection dimension of SE. Twenty-eight per cent of Coimbatore girls were rejected at high level while 22 per cent of Imphal West girls were in this category. In the case of control dimension, 46 per cent of Coimbatore and 51 per cent of Imphal West girls were controlled at moderate level, whereas around 20 to 30 per cent of girls of both the areas had high level of control dimension of SE.
Comparison of values of the girls: Coimbatore and Imphal West girls’ mean scores differed significantly for social, aesthetic, economic, knowledge, hedonistic and health values. The ‘t’ value showed that there was significance at one per cent level, which implies the existence of significant variation among the girls of both the areas. It was found out that Coimbatore girls obtained higher mean scores for aesthetic, economic, family prestige and hedonistic values than their counterparts, whereas Imphal West girls obtained higher scores in religious, social, knowledge, power and health values.

Values of the girls in relation to age groups: The findings show that only social and family prestige were significant at one per cent level and health values at five per cent level for Coimbatore girls between 13–15 and 16-17 years age group. Social value was the only significant value at one per cent level out of ten different values for Imphal West girls.

Values of the girls in relation to type of family: Significant difference was observed in religious, social, aesthetic, knowledge, hedonistic, power, family prestige and health values between girls of joint and nuclear families of Coimbatore area. The calculated ‘t’ value for religious and knowledge values was significant at five per cent level while social, aesthetic, hedonistic, power, family prestige and health values were significant at one per cent level. Significant difference was observed in democratic and economic values for Imphal West girls with calculated ‘t’ value significant at five per cent level. The calculated ‘t’ value for hedonistic value (3.068) was found to be significant at one per cent level between joint and nuclear families at Imphal West with girls of nuclear families getting higher mean scores.

Locality and personal values of the girls: Significant difference between girls of urban and rural areas in social, power and health values was observed for Coimbatore girls with rural girls having higher mean scores, and the differences were significant at one per cent level. At Imphal West also, the rural girls scored significantly higher mean scores which was significant at five per cent level in comparison to urban girls for knowledge value.

Income level and personal values of the girls: The ANOVA analysis showed that the ‘F’ value of 4.547 for religious value was significant at one
per cent level with girls of economically weaker families of Coimbatore having less faith in God, religious leaders, worship and visit of pilgrimage which are some features of religious values. The same trend was also observed for health value of the same group getting less concern for health values.

Significant difference at one per cent level was observed for economic value for Imphal West girls. Girls from low income group obtained the highest mean scores of 11.06 in comparison to other income groups, which highlights that low income group was very much concerned about economic value. Girls from weaker income group of Coimbatore had higher knowledge value whereas their counterparts from Imphal West had low level of knowledge value.

**Personal values of the girls in relation to maternal education**: Girls of Coimbatore whose mothers studied upto post graduation obtained higher mean scores in economic, knowledge, hedonistic and power values; however it was not statistically proved. Imphal West girls of graduate mothers obtained higher mean scores for social, power and economic values which were significant at one per cent level. Girls of mothers who studied upto post graduation obtained higher mean scores for economic value and girls of mothers with matriculation education possessed higher mean scores for power value which was statistically significant at five per cent level.

**Mother’s occupation and personal values of the girls**: No significant difference was observed between the girls of working women of business, government, private employed and unemployed mothers at Coimbatore for all types of values and the ‘f’ value was found to be significant. For social and power values, the difference was significant at one per cent level for Imphal West girls, government employed women’s girls got higher mean scores in social value while girls of private employed mothers secured higher mean scores in power value. It is revealed that working status of mothers did not play much role in value acquisition of adolescent girls of both the areas.

**Levels of personal values of the girls**: Fifty four per cent of Coimbatore and 46 per cent of Imphal West girls were at medium level of religious value while 22 to 27 per cent of girls of both the places possessed high level of
religious value. Around 40 to 50 per cent of girls of both the places possessed democratic, economic, knowledge and aesthetic values at medium level. Thirty per cent of Coimbatore and 19 per cent of Imphal West girls had high economic value; 26 per cent of Coimbatore and 36 per cent of Imphal West girls were in high level. Twenty nine per cent of Coimbatore girls and 19 per cent of Imphal West girls fell into high level of hedonistic value. Around half of the girls of both the areas were found to possess medium level of hedonistic value. With regard to power value, 31 and 27 per cent of Imphal West and Coimbatore girls respectively were at the high level. A higher percentage of Imphal West (50%) and Coimbatore girls (52%) possessed medium level of power value.

Forty per cent of Coimbatore and 48 per cent of Imphal West girls were categorized under medium level of values while 33 per cent of Coimbatore and 25 per cent of Imphal West girls were possessing high level of family prestige value. Forty five per cent of Coimbatore and 52 per cent of Imphal West girls were in the medium level of health value. Thirteen per cent of Coimbatore and 40 per cent of Imphal West girls belonged to high level of health value while the rest belonged to low level in both the areas.

**Discriminant function analysis among the dimensions of HE, SE and PV of the girls**: Discriminant function analysis found that deprivation of privileges was the maximum discriminating variables ($R^2 = 33.52$) between Coimbatore and Imphal West respondents followed by health value ($R18.40$ per cent) and permissiveness (8.41) in that order. Other variables’ contribution in discriminating respondents of Coimbatore and Imphal West were around five per cent or less than five per cent.

**Correlation between HE and PV of the girls**: Correlation analysis shows that control, protective dimensions of HE had positive correlation at five and one per cent level of significance with religious and democratic values of girls of Coimbatore respectively; whereas for Imphal West girls five per cent positively significant relation was found between permissiveness and religious value, rejection and knowledge value, deprivation of privilege with hedonistic and power values. One per cent level of significance was revealed for
protectiveness with democratic value and deprivation of privileges with social value; reward with knowledge value, permissiveness with hedonistic value and social isolation with power value.

Negatively significant correlation prevailed for the scores of girls of Coimbatore at five per cent level between control dimension and economic value; protectiveness and religious value; power and family prestige value; punishment with religious and power values; conformity with social, hedonistic, power and health values; permissiveness with social value. One per cent level of negative correlation existed for reward dimension of HE with hedonistic value; power and deprivation of privileges dimensions with health value and nurturance with social value. At Imphal West, five per cent level of negative correlation existed with protectiveness dimension and hedonistic value, conformity dimension with power value, deprivation of privileges with knowledge value; rejection with health value whereas power, social and democratic values had one per cent level of significant negative correlation with protectiveness, social isolation and deprivation of privileges of HE respectively.

**Correlation of SE with PV of the girls**: Five per cent level of positively significant correlation prevailed for the scores of girls of Coimbatore between creative stimulation and power value; control dimension with democratic value. For Imphal West girls creative stimulation and cognitive encouragement with democratic value and rejection dimension with power value at one per cent level of significance was revealed. Acceptance was correlated positively with democratic and knowledge values at five per cent level of significance.

Negative correlation between hedonistic value and cognitive encouragement, acceptance and rejection dimensions at five per cent level of significance; creative stimulation and control at one per cent level of significance existed for Coimbatore girls. Similar negative correlation between social value and rejection dimension; religious and power values with control dimension; family prestige and health values with rejection and control dimensions of SE at one per cent level existed for Coimbatore girls.
For Imphal West girls, economic and power value was negatively correlated with cognitive encouragement; power value with acceptance dimensions of SE at one per cent level of significance. Social, hedonistic and family prestige values were negatively correlated with cognitive encouragement, rejection and control dimensions of SE at five per cent level of significance.

**Comparison of PV scores of the girls before and after VE**

**Religious**: The thoroughly planned contents of the value education programme enlightened the girls to acquire higher mean scores from 11.35 (BVE) to 20.4450 (AVE) for the values acquired by them. The ‘t’ value of 81.689 was significant at one per cent level.

**Social**: Mean scores were increased from 12.12 to 20.0880 after imparting VE revealing that the selected girls imbibed desirable social values which was also statistically significant at one per cent level.

**Democratic**: Girls got enriched with their democratic value scores after attending the VE which was reflected in the mean scores at the end of VE. In the pre test the mean scores were 15.43 which were increased to 21.75 at the post test with 6.32 mean scores difference. These gain scores differed significantly as the calculated ‘t’ value was found to be significant at one per cent level.

**Aesthetic**: Girls of this study secured the mean scores of 13.38 initially and 18.82 finally with highest mean differences of 5.44, the ‘t’ value of 40.468 denoting the significance at one per cent level. This indicated that the girls have acquired more aesthetic value.

**Economic**: The results of the research further proved the scores were decreased for economic value as there was significant difference between the onset and end of VE. The calculated ‘t’ value of 75.99 was found to be significant at one per cent level.

**Knowledge**: The significant increase in scores for knowledge value after the intervention programme, with ‘t’ value of 52.90 was significant at one per cent level. The difference in mean scores for this value before and after VE is 6.1 indicating the girls have gained knowledge value significantly.
**Hedonistic**: It was observed that before intervention programme, the girls had hedonistic value with mean scores of 11.94. However after the intervention it decreased to 3.59. The paired mean difference was 8.35 with calculated ‘t’ value of 41.51 which was significant at one per cent level.

**Power**: The mean scores of 4.76 before the intervention programme decreased to 1.34 after exposing them to VE. The difference in their mean scores were 8.41 with calculated ‘t’ value of 53.64 significant at one per cent level.

**Family prestige**: Regarding family prestige value there was significant difference between the mean scores of the girls obtained before and after the VE. The ‘t’ value indicate significant difference as its value 81.69 was significant at one per cent level.

**Health**: For health value, the paired mean difference was 5.55 with ‘t’ value of 57.12 significant at one per cent level.

**Level of PV before and after the VE with regard to HE of the girls**

**Religious**: Before the VE, 18, 29 and 27 per cent of the girls belonged to low, moderate and high levels of HE respectively were having low religious value. But after VE, cent per cent in low, moderate and high levels of HE were in the high level revealing more religious value among the girls.

**Social**: Prior to VE, only 24, 25 and 19 per cent of the girls of low, moderate and high levels of HE possessed high level of social value, which was reverse after VE as cent per cent of the girls possess social value at high level.

**Democratic**: It was shown that 40, 47 and 54 per cent of girls of low, moderate and high levels of HE respectively were having medium level of democratic value. However after the VE, 99 per cent of the respondents were with higher democratic value.

**Aesthetic**: Before VE, 47, 49 and 53 per cent of girls of low, moderate and high levels HE respectively were found to have medium level of aesthetic value. After exposing them to VE, 94, 96 and 95 per cent of girls of low, medium and high levels HE respectively acquired high level of aesthetic value.
Economic : Prior to VE, around 50 per cent of girls of low, medium and high level of HE had medium level of economic value giving importance to money. However after the VE, cent per cent of the girls were found possessing low level of economic value.

Knowledge : In the pre test about 41, 48 and 53 per cent of girls of low, moderate and high level of HE respectively were having medium levels of knowledge value. At the post test, it was found that cent per cent of low, moderate and high levels of HE acquired the knowledge value and reached high level.

Hedonistic : Less than 25 per cent of girls of low, moderate and high levels of HE possessed medium level of hedonistic value before VE. However after the VE, cent per cent of girls of moderate and high level of HE possessed lower hedonistic value.

Power : Smaller percentage of (14) girls of low HE, 25 per cent girls each of moderate and high levels HE had low level of power value. Whereas at the end of the study cent per cent of girls possessed lower power value.

Family prestige : Thirty eight, 28 and 35 per cent of girls of low, moderate and high levels of HE respectively had high family prestige value. However after the VE, remarkable percentage of respondents turned to low level of family prestige value, which is a required aspect, to have broader outlook for others.

Health : Before VE, smaller percentage of 21,9 and seven from low, moderate and high levels of HE respectively had high levels of health value, but majority (above 90 per cent) of the respondents from low, moderate and high level of HE were found to possess high level of health value after VE.

Comparison levels of PV of the girls before and after VE in relation to SE

Religious : Prior to intervention programme, 57, 56 and 50 per cent of the respondents from low, moderate and high levels of SE were found to have medium level of religious value, whereas cent per cent of girls of all the levels of SE were able to acquire high level of religious value.

Social : It was found that prior to VE, 24, 29 and 17 per cent of the girls of low, moderate and high levels of SE were found to possess high social value ;
whereas 52, 46 and 50 per cent of the girls from low, moderate and high levels of SE respectively acquired medium level of social value. However after attending the VE cent per cent of the respondents at all levels of SE had high social value.

**Democratic**: Data revealed that 27 per cent each from low, moderate and 31 per cent of high level of SE were having high democratic value. However 99 per cent of low, cent per cent of moderate and high level of SE were seen at the high level of democratic value after attending the VE.

**Aesthetic**: Thirty six per cent each of low and moderate and 31 per cent of high level of SE had high aesthetic value, however after the VE, a remarkable percentage of 97 (low), 96 (moderate) and 92 (high) of SE had high level of aesthetic value.

**Economic**: Prior to VE, 28, 35 and 25 per cent of low, moderate and high levels of SE respectively possessed high level of economic value; whereas 50, 57 and 51 per cent of low, moderate and high levels of SE were observed as having medium level of economic value. After the VE cent per cent of girls of all levels of SE had low economic value, which is an ideal one.

**Hedonistic**: In the pre test, 37, 26 and 21 per cent of low, moderate and high levels of SE respectively mentioned as having high hedonistic value. However after VE, 99 per cent of low and cent per cent of girls from moderate and high levels of SE were found to have low category of hedonistic value, indicating the effectiveness of VE.

**Power**: Prior to VE, 33 (low), 23 (moderate) and 25 (high) per cent of girls of different SE had higher level of power value. But it was decreased to lower level after exposing them to VE.

**Family prestige**: In the pre test, the respondents of low (30%), moderate (40%) and high (38%) levels of SE, possessed medium level of family prestige value. However after VE, 99 per cent each in low, moderate and 97 per cent in high levels of SE were able to be placed in low level of family prestige value.

**Health**: Forty two per cent each of low, moderate and 45 per cent of high level of SE were possessing low health value in the pre-test. But after the VE, 91, 90 and 92 per cent of low, moderate and high level of SE respectively were placed at possessing high level of health value.
Analysis of covariance of the PV scores of the girls agewise

- ANOVA result showed that ‘F’ value was significant at one per cent level for social (6.78) and family prestige (16.84) values prior to VE among the age group of 13-15 years and 16-17 years, respectively.
- ANACOVA result revealed that there was significant difference between the age groups for religious, knowledge, aesthetic and hedonistic values at one per cent level and family prestige value at five per cent level indicating significant hike in their after value scores of religious, knowledge, aesthetic, hedonistic and family prestige values.

Analysis of covariance of the PV scores of the girls according to type of family

- The ANOVA result projected that F value was significant at one per cent level for social, aesthetic, hedonistic, power, family prestige and health values whereas religious and knowledge values were significant at five per cent level among the girls of joint and nuclear families prior to VE.
- ANACOVA result emphasised that there was no significant difference among the girls of the joint and nuclear families for all types of values except social value of which the ‘F’ value was significant at five per cent level in their after value scores of VE.

Analysis of covariance for the scores for PV of the girls areawise

- Prior to VE, the ‘F’ value of social, power and health values was significant at one per cent level among the girls of rural and urban areas.
- The ANACOVA result highlighted that there was significant difference in economic value at one per cent level and health value at five per cent level.

Analysis of covariance of the PV scores of the girls income wise

- Prior to VE, ANOVA result showed that the ‘F’ value of religious value was significant at one per cent level whereas health value was significant at five per cent level.
- After the VE the ANACOVA result revealed that value scores vary for aesthetic value at one per cent level whereas economic and power values were significant at five per cent level.
Analysis of covariance of the PV scores of the girls in relation mother’s education

- In the pre test the ANOVA result highlighted no significant difference in all types of value scores as the ‘F’ value shows insignificant value.
- But the ANACOVA ‘F’ value displayed significant variation in their after value scores of the girls in relation to mother’s education for aesthetic and health values significant at five per cent level while hedonistic value was significant at one per cent level.

Analysis of covariance of the PV scores of the adolescent girls’ mother’s occupation

- ANOVA ‘F’ value and the ANACOVA result showed that there was no significant difference in all types of values prior to and after VE respectively in relation to mother’s occupation and values of the selected girls.

Limitations of the study

- The study was carried out covering only girl students.
- This investigation is limited only to few schools at Coimbatore and Imphal West, which limited the generalization.
- Due to time and financial constraints VE was given only to Coimbatore sample and could not be scheduled for Imphal West adolescent girls also.
- The researcher had to conduct VE in the evening time after the classes got over as per the permission of the Headmistress which lead to time restriction and hurried nature as students had to go home.

Suggestions for further studies

- The study can be replicated in different student samples from private, central, navodaya and public schools that cater to samples of different socio-economic profile which may provide more valuable result.
- Similar studies can be carried out on the students of different parental backgrounds and schools to find out the factors responsible for variation in their HE and SE.
- Comparison of values of girls of co-educational and girl’s schools may be studied to explore the value patterns of boys and girls.
• Comparative study can be done involving control and experimental group for wider generalization in value acquisition.
• Such studies can be carried out for differently abled students also.
• Longitudinal study on such topic can be done to assess their personality in the long run.
• Imparting VE through residential camps with compulsory stay for the students with many activities can be investigated.

Recommendations

• Based on the findings of the present study, the below mentioned recommendations are made for fostering, developing and improving culturally desirable values among adolescents:

For parents
• Through mass media parents are to be initiated to be a good role model for their children to emulate and identify with and inculcation of the right values.
• Provision of congenial environment and proper child rearing practices to be continued till adolescence to enhance their knowledge so that they can guide, support and help in their problems through discussion and reasoning.
• Parents should monitor their children’s friends and viewing of television through rules, prohibition and discussions as they have great impact on values.
• Parents have to provide value enhancing literature as it helps adolescents to develop conscience that guides them in making their own decisions and controlling their behaviour.
• Parents should collaborate and involve with school authority to discuss and determine what ideals and principles should be undertaken to inculcate values.

For schools
• Value education to be included in school curriculum.
• Teachers to be a good role model and make school conducive environment to help the new generation to inculcate values.
• Orientation programmes, workshops, training and expert talks to be organised for the teachers and students to sensitize, enhance and imbibe values.
• Organize and conduct social service camps, visits to hospitals, homes for the aged and orphans, excursion to places of historic, cultural and religious important places; and to help needy people during natural calamity which are indirectly emulate values.
• Celebration of important national days, festivals of different religions, culture to build up the feeling of nationalism and belongingness as whole.
• Exhibitions displaying different cultural, historical and social aspects of different culture and society to make students aware about unity in diversity.
• Conduct programmes and activities like essay writing, storytelling, recitation, group songs and activities, role play, debate, discussions based on the lives of great personality to inspire and motivate the students.
• Highlight quotation about value and its importance of great philosophers, educationist at common and entrance places of the school.

For mass media
• Mass media should play and take up the responsibility for teaching values, be a part of the remedy of value crisis as mass media plays a crucial role in shaping adolescent's values and attitudes.
• Media should produce and propagate various programmes through stories of great personalities, discussion and dramatization to inspire them.
• Mass media should arouse realistic expectations and bring to realistic world.
• Make film and documentations suitable for value acquisition.

For the adolescents
• Should be responsive, open to communication and discussions with parents and other members of the society.
• Should read books and biographies of great personalities to inspire and be a role model for them.
• Should have respect, regards and be a responsible persons towards parents, teachers, fellow friends, elder persons and other members of the society.
• Should be punctual, sincere and disciplined in their day today activities and school work.

**For the government**

• Research is very essential for which government should take initiative in strengthening research on values by giving enough funds.
• Value education should be included in school and college curriculum along with other subjects.
• Linkage with other agencies need to be established for conducting research for wider value awareness and its importance on the all round personality development of students.
• Develop literature on values, value education and its importance to create awareness for wider circulation.

**Conclusion**

From the above findings, it can be concluded that HE of Coimbatore girls differed from Imphal West girls in dimensions like punishment, social isolation, deprivation of privileges, rejection and permissiveness. Punishment, social isolation, reward and deprivation of privileges were more associated with 13-15 years age group in both the areas while the remaining dimensions were mostly associated with 16-17 years age group. Parents of nuclear families shower their wards with rewards than that of joint families in both the areas. The study also highlighted that majority of the sample of both the areas were accepted moderately at SE. Students of both the areas were at moderate level for all dimensions of SE. Hence, stimulating SE responsive to the needs of the students should prevail in both the areas. The urbanized living style of Coimbatore might have influenced for higher scores of hedonistic value for girls than those girls of Imphal West. It is also found that Imphal West girls were more health conscious than their counterparts at Coimbatore.

Variation was found among the age group of Coimbatore girls in social, family prestige and health values while only social value shows variation for Imphal West girls. Wide disparity prevailed in all kinds of values except for
democratic and economic values among the girls of joint and nuclear families in Coimbatore in comparison to their counterparts of Imphal West. VE was successful in such a way to grow up to be intellectually enlightened, psychologically balanced, socially committed and morally responsible persons, enhancing desirable socially approved values and behaviour, which is the ultimate goal of the intervention programme on value education. It can be also inferred that student’s values irrespective of low, moderate and high levels of HE and SE can be channeled into a highly responsible citizen with high socially desirable values if necessary intensive VE provided. Hence, home, school and teachers should take the responsibility of inculcating value among the students through VE.

Providing right type of environment at both home and school, conducive for proper value acquisition and imparting VE is the prerequisite for development in every aspect of life. So it is high time that parents, teachers and all segment of populations to work towards accomplishing these goals with sincere faith in Swami Vivekananda’s statements of “Arise, Awake and Work till the goal is reached” and bring an education system by which “character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one’s own feet”; instill in the students that when “character is lost, everything is lost”. As a lighted lamp can light many lamps, an illuminated adolescent girls with value education can illumine many other persons around them. The practice of Five Universal Human Values can erase bad, evils, bring peace and stability to the universe. Hence, let us practice values for peace and prosperity as Swami Satya Sai Baba has rightly said:

“If there is righteousness in heart, there is beauty in character,
If there is beauty in character, there is harmony at home,
If there is harmony at home, there is order in the nation,
If there is order in the nation, there is peace in the world.”